

# Documents on Diplomacy: Lessons

## Two Statesmen & Foreign Policy in Asia

Standard: II. Time, Continuity, and Change  
VI. People, Places, and Environments  
IX. Global Connections  
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Analyze documents regarding foreign policy in the Cold War
- Assume the identities of Arthur Vandenberg and Dean Acheson
- Summarize the views of Vandenberg and Acheson regarding the Far East

Time: 1–2 class periods

Materials: Documents: **1948** *Observations on China*  
**1950** *United States' Policy in the Far East*  
**1953** *Mutual Defense Treaty: United States & the Republic of Korea*

Resources: *Map: Asia*  
*Biography of Arthur Vandenberg*  
*Biography of Dean G. Acheson*

Materials: Construction paper in two different colors (Red & blue are used here as an example.) Enough of each to accommodate half the class.  
Scissors  
Tape or glue

Procedures:

1. Place the map of Asia on each student's desk.
2. Distribute one of the sheets of construction paper to students when they enter the room. Be sure to equally divide the two colors among students. (Alternative: Place the construction sheets on desks before class.
3. Scissors and glue or tape should be available for students' use.
4. Write on board or project the names: Senator Arthur Vandenberg and Secretary of State Dean G. Acheson.
5. Students with red paper will be Vandenberg and those with the blue paper, Acheson.
6. Distribute the appropriate biography to the corresponding students and allow time for them to read. Indicate that they should concentrate on "their" post-WWII activities.

- 7.** Provide copies of the documents, *Observations on China* by Vandenberg or *United States' Policy in the Far East* by Acheson to matching students.
- 8.** Each group should read the documents and do the following:
  - a.** Identify and circle place names mentioned in the document.
  - b.** Determine the statements by Vandenberg or Acheson that are MOST SIGNIFICANT in signaling the path of U.S. foreign policy in the Far East. They should place a check by these statements as they read.
- 9.** Have students write their statesman's name at the top of the construction paper.
- 10.** Have students cut the checked comments from their documents.
- 11.** Use the cut-out statements to create a paragraph that cohesively explains the points of view of the Senator or Secretary of State.
- 12.** Glue or tape the fragments of paper together. When read, this paragraph should be a summary of the document, highlighting the thoughts of the author.
- 13.** Have the students form 3-4 groups each of Vandenberg or Acheson.
- 14.** Compare and contrast the paragraphs they have created.
- 15.** Have each group choose the one paragraph that best models the words of the statesman.
- 16.** Have selected students read their paragraphs aloud.
- 17.** Have the class select the "best" Vandenberg and the "best" Acheson based on content of their paragraphs.
- 18.** Students should return to their seats.
- 19.** Discuss the implications of the thoughts and actions of these men regarding foreign policy.
  - a.** What impact did the policies have on events during the Cold War?
  - b.** How did the foreign policy of the United States change?
  - c.** Project or distribute copies of the document, *Mutual Defense Treaty: United States & the Republic of Korea*. Does this agreement reflect the policies of Vandenberg and Acheson? What will be the outcome of this agreement? Would Vandenberg have endorsed the involvement of the U.S. in the Korean War? As Secretary of State, Acheson WAS involved in decisions regarding Korea during that war. Based on his speech, how would he have responded? ■